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ABSTRACT

This study identifies those colleges and universities in the United States which sponsor or collaborate on overseas student teaching programs. Of 170 colleges and universities contacted in the 50 states, 27 programs were identified and reported. Two information gathering procedures were used: a) an investigation of selective literature search and correspondence with the programs producing limited results and b) individually typed letters were sent to colleges and universities with 10,000 or more students. Respondents were asked to describe in letter form or existing printed material their overseas student teaching programs and suggest names of existing institutions sponsoring or collaborating on such programs. The programs are described and structured as follows: 1) Programs are reported by state. 2) Reporting has been limited tc overseas student teaching programs. 3) Only programs in operation during the development of this monograph are included. 4) An attempt to preserve the integrity of every program description has been made through close scrutiny of the materials provided by the respondents. Six recommendations were made. Followup studies cannot be implemented until a greater number of returning participants are employed in positions in which the relative effects of overseas student teaching experience can be measured. The appendix contains sources contacted during the course of study development. (MJM)

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OVERSEAS STUDENT TEACHING PROGRAMS: A SURVEY OF AMERICAN COLLEGIATE PARTICIPATION

by William E. Kuschman

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FOREWORD

Since the school can no longer be a protected isolated citadel of learning, preparing school personnel must be spatially dispersed to bring them into a knowledge of the total world. This is necessary on two counts: The teacher should be able to guide students in learning about the world-as-is and mastering ways to change leading to world-as-should-be. Such results would be compatible with significant current trends: real-world interaction of research, theory, and practice in training programs and efforts to meet elementary-secondary students' yearning and demanding relevance and reality.

Kuschman's paper was commissioned in response to a suggestion by the American Association of Colleges for Teacher Education's Committee on Studies. He was identified as a person who could add significantly to our information and insights. His endeavors are acknowledged with gratitude. This monograph reflects the author's viewpoints and not necessarily those of the Clearinghouse, its sponsors, or the U.S. Office of Education. This paper, hopefully, will become an important part of the literature designed to vitalize education, in this case through an international component. If this could lead to more creative and harmonious relationships between the world's peoples, a basic longing would indeed be satisfied.

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Adult Education (AC) and ending with the ERIC Clearinghouse on Vocational and Technical Education (VT). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

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--Joel L. Burdin
Director

June 1972

ABSTRACT

This study identifies those colleges and universities in the United States which sponsor or collaborate on overseas student teaching programs. Of 170 colleges and universities contacted in the 50 states, 27 programs were identified and reported. Two information gathering procedures were used: (a) an investigation of selective literature search and correspondence with the programs producing limited results and (b) individually typed letters were sent to colleges and universities with 10,000 or more students. Respondents were asked to describe in letter form or existing printed material their overseas student teaching programs and suggest names of existing institutions sponsoring or collaborating on such programs. The programs are described and structured as follows: (a) Programs are reported by state. (b) Reporting has been limited to overseas student teaching programs. (c) Only programs in operation during the development of this monograph are included. (d) An attempt to preserve the integrity of every program description has beem made through close scrutiny of the materials provided by the respondents. Six recommendations were made. Followup studies cannot be implemented until a greater number of returning participants are employed in positions in which the relative effects of overseas student teaching experience can be measured. The appendix contains sources contacted during the course of student development. (MJM)

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To expand a bibliography using ERIC, descriptors or search terms are used. To use a descriptor: (1) Look up the descriptor in the SUBJECT INDEX of monthly, semi-annual, or annual issue of Research in Education (RIE). (2) Beneath the descriptors you will find title(s) of documents. Decide which title(s) you wish to pursue. (3) Note the "ED" number beside the title. (4) Look up the "ED" number in the "DOCUMENT RESUME SECTION" of the appropriate issue of RIE. With the number you will find a summary of the document and often the document's cost in microfiche and/or hardcopy. (5) Repeat the above procedure, if desired, for other issues of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE. (7) Indexes and annotations of journal articles can be found in Current Index to Journals in Education by following the same procedure. Periodical articles cannot be secured through ERIC.

TOPIC: *"Overseas Student Teaching Programs: A Study of American Collegiate Participation."*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

Intercultural Programs
Teacher Education
Teacher Education Curriculum
Teaching Experience
Teaching Programs

OVERSEAS STUDENT TEACHING PROGRAMS: A STUDY OF AMERICAN COLLEGIATE PARTICIPATION

INTRODUCTION

The overseas student teaching programs of American colleges and universities are extremely diverse and, almost without exception, young. Their short history accounts for the lack of controlled research data on the achivement of stated program objectives. The programs also resist organized research despite the fact that they are less heterogeneous than their precedents in international education. The following statement reflects, in part, the complex milieu in which overseas student teaching grew:

> In the past two decades, American colleges and universities have initiated a bewildering number and variety of international programs, ranging from area studies to study abroad to technical assistance to binational-cooperative programs. Over one-third of the 1300 four-year institutions in this country now have at least one international program, excluding the normal investment in languages, humanities, and social studies which include international components. At the same time, the U.S. government and a number of private and international organizations, often in cooperation with U.S. colleges and/or academies, have become involved in projects of assisting the development of overseas institutions of higher education, generally in the developing areas.[1]

Thus, while the number of overseas student teaching programs is small, the number of programs sponsored within the broadly defined field of international education is great.

In the report on a recent national survey of student teaching programs, representing approximately 76 percent of all teacher-preparing institutions in the United States, no specific citation related to overseas student teaching programs.[2] However, in a supplement which analyzed the survey question, Do you have what you believe to be any innovations in your student teaching program? it was noted that three of the 847 responding institutions reported programs which involved student teaching placements outside the United States.[3] The three were contacted in the course of gathering data for this monograph, and the two currently operating programs are reported.

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[1]Data Bank (New York: International Council for Educational Development), p. 1.

[2]James A. Johnson, A National Survey of Student Teaching Programs. Final Report (Washington, D.C.: U.S. Office of Education; DeKalb: Northern Illinois University, July 1968).

[3]James A. Johnson, "Innovations in Student Teaching, Supplement Report No. 1," A National Survey of Student Teaching Programs. Final Report.

Supporting the type of student teacher placement which promotes a range of cultural experiences, the Education Commission of the States made the following statement: "The practice or student teaching phase of a substantial number of prospective teachers should be carried out, at least in part, in another culture milieu, and this should include different cultural groups in our society as well as beyond the borders of the United States."[4] Commensurate with the Commission's support of such programs is its statement on the correlative functions of research and evaluation and the states' role in such activity:

> One critically important aspect of international education where state education agencies have a significant role to play is in research and evaluation. State education agencies should sponsor the development of more effective instruments for measuring the impact of the study of other societies and cultures . . . on knowledge and attitudes of both teacher and students. Very little work has been done thus far in this field as it pertains to the study of social and cultural differences. State education agencies should also sponsor careful evaluation of international programs, both at the local and state level, preferably by independent organizations and not (at least of their own programs) by agencies themselves.[5]

In the identification of overseas student teaching programs, it has been found that the majority have been initiated within the past 2 years and rarely longer ago than 3 years. Exceptions, of course, do exist and are reported as such.

PROCEDURES

In seeking to identify specific programs, two procedures were followed. The investigation was initiated with a selective literature search and correspondence with the programs thus identified; however, this procedure produced limited results. Therefore, a second approach was implemented: individually typed letters were sent to colleges and universities with 10,000 or more students.[6] The assumption underlying this approach was that institutions with the largest student populations would be those most likely to sponsor overseas student teaching programs or would know of other institutions doing so. Responses did not support the former assumption but were most helpful in providing further state and national contacts. In order to assure that the term "overseas" did not exlude programs operated in Canada and Mexico, the term was defined to include those countries as potential areas for student teacher placement.

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[4]Ward Morehouse, State Leadership in International Education, Report No. 14 (Denver, Colo.: Education Commission of the States, 1969), p. 22.

[5]Ibid., p. 21.

[6]Luman H. Long (ed.), The World Almanac (New York: Newspaper Enterprise Association, Inc., 1971), p. 143-159.

Respondents were asked to (a) describe in letter form or through existing printed material their overseas student teaching programs and (b) suggest names of institutions sponsoring or collaborating on such programs. These institutions were contacted directly, and the process repeated until all identified institutions were contacted.

One final mailing was made unrelated to the leads provided by respondents. An analysis of institutional locations revealed a lack of contact with any college or university in nine different states. Requests for program descriptions and leads were subsequently sent to a minimum of two institutions within each of the nine states.

It appears inevitable that in spite of repeated mailings, some programs have been missed. Such omissions must, of course, be viewed as a study limitation. In addition, very recent programs could not be identified because of the time which elapsed between the mailing of letters and reporting of data. It should also be noted that several programs are difficult to identify at a given point in time as they appear to be discontinued or interrupted, with some to be reactivated at a later date.

Finally, the method of reporting identified programs has been structured as follows: (a) programs are reported by state, (b) reporting has been limited exclusively to overseas student teaching programs and thus omits many interesting programs of related functions and interest, (c) only programs in operation during the development of this monograph are included, and (d) an attempt to preserve the integrity of every program description has been made through close scrutiny of and adherence to the materials provided by the respondents.

OVERSEAS STUDENT TEACHING PROGRAMS

ALABAMA

University of Alabama, College of Education. Correspondent: Dr. Adolph Crew, Director, Student Teaching.

Providing student teaching experiences in Latin American schools since 1961, the College of Education has since 1966-67 been affiliated with the Association of Columbian-American Bi-National Schools. Over 300 student teachers in secondary education have participated in the program during the past decade in participating schools in Mexico, Haiti, the Dominican Republic, Columbia, and Ecuador. Applying during the junior year, students are screened in a personal interview and on the basis of academic record, maturity, and adaptability. Student teaching overseas is preceded by a 6-week orientation phase on the Tuscaloosa campus.

Living accommodations for students are arranged by bi-national school directors who strive for placements in the homes of natives. Objectives include acquaintance with a foreign language, experience with varying patterns of supervision, and sensitivity to the life styles of others through travel in other cultures and subcultures. Supervision is provided by both University of Alabama and host country personnel, with final evaluation determined by a composite performance score from the

6-week orientation and the overseas assignment. Post-overseas seminars are held in which student feedback is recorded to strengthen future programs.

The International Education Program is an outgrowth and expansion of the decade-old overseas student teacher program and includes advanced teacher education and graduate study opportunities in Mexico and certain Latin American countries. The Personnel Development Program provides selected doctoral students with bi-national school internships; and the Goshen Project, located in a rural school in Alabama, serves as the prototype for initiating international education into a small American community.

CALIFORNIA

University of the Pacific. Correspondent: Dr. J. Marc Jantzen, Dean, School of Education.

Student teachers from the College of Education may spend a student teaching semester at the Colegio Americano in Durango or Torreon, Mexico. From two to six students participate each semester in the program which was initiated in 1961; they are supervised by faculty personnel from all three institutions.

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University of Southern California, Department of Teacher Education. Correspondent: Dr. W. Paul Fischer, Director.

Although the descriptive materials of the Overseas Teacher Education Program (OTEP) are being revised, the materials provided for this survey include among project objectives the opportunity for students to complete teaching credential requirements through a coordinated program of student teaching and course work in Europe. Overseas program locations have included Germany and Spain as well as other countries in which the university sponsors graduate programs. Cooperating with the Directorate of American Dependent Schools and/or American International Schools in Europe, the Department of Education provides a wide range of cross-cultural experiences for prospective teachers, including participation in educational conferences, visits to and participation in other European schools, and enrollment in courses in adjacent countries.

While variations exist, the general program offers one semester of observation and directed teaching, plus course offerings leading to a teaching credential. A minimum of 10 units is required in the program with some students offered the opportunity of continuing for the summer following and beyond. Participation is terminated, however, once requirements are met for either an Elementary or Secondary California Standard Teaching Credential. University of Southern California (U.S.C.) professional staff in Europe act as group advisors in cooperation with the European Area Program Director responsible for program implementation, supervision, and evaluation.

U.S.C. overseas tuition is the same as that for resident students on the Los Angeles campus with the exception of U.S.C.-approved course work at a foreign university, which is usually lower in tuition cost. Students are encouraged to live with host country families but may choose apartment or dormitory facilities, generally costing less than in the United States.

Transportation is by nationally known commercial carriers, and group rates are obtained when a sufficient number of students travel together. Opportunities are available for loans or deferred payment plans, including Tuition Plan, Inc.; Short-Term Tuition Loan Plan; and Education Funds, Inc., a monthly billing plan. OTEP personnel have recommended program extension to areas beyond Europe, specifically to the Orient, Africa, and South America.

COLORADO

University of Northern Colorado, Division of Educational Field Experiences. Correspondent: Dr. Robert Richardson, Director, Educational Field Experience, McKee Hall.

The Reciprocal and Out-of-State Student Teaching Assignments (RECIP) program offered by the University of Northern Colorado (U.N.C.) is a special field program in which qualified student teaching applicants may student teach outside Colorado with cooperating 4-year teacher education institutions. The program is basically predicated upon a trade, one for one, with a wide variety of U.S. institutions (one student from McGill University in Montreal, Quebec, Canada) including Wisconsin State University at River Falls, Bowling Green State University, and the University of Southern California; the three named offer overseas student teaching programs.

Thus a U.N.C. student teacher may seek an overseas student teaching assignment through the consortium of U.N.C. and the three institutions mentioned above, if (a) the student has permission from his teaching department to student teach outside Colorado; (b) the student has met general U.N.C. requirements; and (c) the U.N.C. director receives written or telephoned acceptance of the student from the cooperating institutional overseas director.

Following the above, an accepted student maintains correspondence or personal contact with the cooperating institutional representative, completes and files the regular application for student teaching at U.N.C., and subsequently reports to a university in the consortium according to instructions received. Each student is evaluated according to the host school's evaluation form, which, upon completion of the overseas experience, is returned to U.N.C. personnel for grade and credit assignment based upon the information received. Students, to date, have been placed in Alaska, Guam, Hawaii, Germany, Canada, and Scotland.

CONNECTICUT

The University of Connecticut, School of Education. Correspondent: Dr. Vincet R. Rodgers, Chairman, Department of Elementary Education. Information for this description was provided by Mary C. Noonan, Information Analyst, Data Bank, International Council for Educational Development, New York.

Two programs presently operated by the School of Education are located in England and the Virgin Islands. The former consists of a full semester's

work, including student teaching in open classrooms in the County of Oxfordshire; the latter is a student teaching experience in predominantly black schools under the auspices of the College of the Virgin Islands.

FLORIDA

The University of Florida, College of Education. Correspondent: Dr. Charles A. Henderson, Director of Student Teaching.

A group 27 student teachers--6 early childhood, 19 elementary, and 2 special education--participated in British Infants Schools during the spring quarter of 1971. Departing Gainesville in March 1971, students arrived in Manchester 3 days later to participate in seminars designed to acquaint them with the British Primary School Model. After attending a workshop in British Primary Education at the Carnforth Infants School for 2 days in mid-April, the students interned in schools in Morecambe and Lancaster from April 19 through May 28. Following internship, the group moved to London to tour the Inner London Education Authority School Equipment Center, the Avery Hill College of Education and Demonstration School, and the London Education Authority Audio Visual Aids Center. Lectures by members of the Plowden Report Committee were also included in the schedule.

Student's activities were coordinated and supervised by a Department of Elementary Education professor. The program will be continued during the 1971-72 school year.

ILLINOIS

Illinois State University, Department of Professional Laboratory Experiences. Correspondent: Dr. Satish K. Saroj, Department of Special Education.

Offering both undergraduate and graduate overseas opportunities, the Department of Special Education in cooperation with the Office of International Studies operates a student teaching program in British Special Schools to earn 8 credit hours. The credit includes work in Illinois public schools upon return from England. Included in the overseas student teaching itinerary are visits to special education facilities and programs in Holland and Sweden as well as several locations in England. The combined course offerings of Psychology of Exceptional Children and a senior seminar are taught by Illinois State University faculty along with guest lecturers from countries visited in the field of retardation. Students thus acquire a minimum of 16 hours instruction in special education while being exposed to other cultures and subcultures.

* * * * * * * * *

Southern Illinois University, College of Education. Correspondent: Dr. Billy G. Dixon, Chairman, Department of Student Teaching.

Growing out of past in-service and curricular relationships with the American Community School, Buenos Aires, Argentina, is a new program which places student teachers who are admitted to student teaching during the spring and fall quarters.

Selected students may participate at the elementary or secondary level and in any subject in the English-speaking curriculum; however, social studies, fine arts, and Spanish are seen as particularly advantageous. The school is fully accredited with approximately 800 students, kindergarten through grade 12; 90 percent of the students are children of United States businessmen and government workers in Buenos Aires. North American and Argentine teachers serve on the staff both the English-speaking and required Argentine (Spanish-speaking) curriculum.

With the exception of air fare, student costs are comparable or less than those in the United States. Air travel costs are reimbursed to those students who subsequently are invited and agree to remain on the staff as an accredited teacher. The school superintendent locates housing, selects directing teachers, and provides supervision for student participants.

IOWA

Iowa State University, Office of Elementary Education. Correspondent: Dr. Jesse R. Beard, Professor in Charge of Elementary Education, Nickell House, Elementary Education Office.

In a pilot-planning syllabus entitled "Overseas Student Teaching Internships," the faculty of the College of Education outlines an international understandings component for future elementary school teachers. The component is to be considered in general education degree requirements; methods course emphases, particularly in the areas of social studies and literature; and a foreign study-work experience. The document particularly specifies the content and procedural details of the latter.

A pilot group of two student teachers was placed in Caracas, Venezuela, during the 1970-71 academic year with the anticipated placement of another two or three student teachers in Venezuela and Honduras during the current year. Prior to overseas placement, participating students will be placed in Iowa schools for 6 weeks, or the first half-quarter, and receive 8 quarter hours credit. During the remaining half-quarter and the total quarter following, 14 to 16 academic credit hours will be earned--8 for student teaching overseas and 3 or 4 each in methodology and curriculum special topics in the areas of comparative educational and cultural differences and expectations in children. Participants will be supervised by teachers and administrators in host-country schools which will pay students' travel and housing expenses.

The program may be expanded to include additional students in similar internships, providing program outcomes prove to be successful.

MICHIGAN

Central Michigan University. School of Education. Correspondent: Dr. Alan F. Quick, Director, Student Teaching Office.

While no student has yet been assigned, Central Michigan University (C.M.U.) has a common market relationship with Wisconsin State University to place student teachers overseas in cooperating teacher education institutions in England, particularly Edge Hill College, Ormskirk,

Lanchasire. It is anticipated that C.M.U. will subsequently develop a direct, cooperating relationship with a British teacher education institution for student teacher placement on an exchange basis.

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Michigan State University, College of Education. Correspondent: Dr. Robert Hatfield, Office of Student Teaching, Erickson Hall.

Started in the spring of 1969, the M.S.U. program has accommodated approximately 150 students for a combined 12-week Michigan-Overseas Assignment; that is, students are assigned to student teach in the Michigan area for 3 or 4 weeks either prior to or following the 7- to 8-week overseas assignments.

Basic program aims are to provide (a) a student teaching experience that will realize the educational objectives of the methods sequence, (b) a cross-cultural experience for the teacher candidate; (c) an intercultural dimension for the student teaching program and staff; and (d) in-service opportunities for faculties of overseas schools through the Graduate Overseas Program of M.S.U.

Student teachers are selected on the basis of their interest in living in a second culture, their academic and cultural background, and their personalities. They are chosen across grade levels and subject areas from kindergarten through senior high school. Activities are varied and include in addition to usual classroom assignments, travel and living with families in the host country.

Supervisors are chosen from the M.S.U. tenured faculty with approximately 25 students assigned to each. In addition to regular duties, supervisors conduct seminars for students prior to their residence in the host country to orient them to the logistics of travel and the cultural milieu of the host country.

Programs, to date, have been conducted in Madrid; Rome; Guadalajara; The Hague; and Lakenheath, England, in a contractual relationship with private schools and schools of the U.S. Dependents School/European Area (USDSEA) Program costs are equal to their counterparts in Michigan with the exception of travel and incidentals borne by participating students. Student room costs, often in the homes of nationals, have been found to be comparable to off-campus centers in Michigan.

The above features of the Michigan State University Overseas Student Teaching Program are summarized from material provided by the correspondent. For more detailed information, readers are urged to request copies of Overseas Student Teaching, a mimeographed description of the M.S.U. program; and to watch for an article submitted by Dr. Hatfield to the Peabody Journal of Education entitled "Inter-Cultural Student Teaching," the mimeographed statement, "Intercultural Student Teaching, A Cooperative Student Teaching Program Between Michigan State University and Selected American International Schools," and a mimeographed statement entitled "New Horizons in Student Teaching." While published data is not presently available on the consequences of the M.S.U. program, two doctoral dissertations dealing with the effects of the program are being prepared. In addition to the above, a questionnaire entitled "Follow-Up Study of Former Student Teacher Participants in an Overseas Experience" has been developed. Questionnaire data are being processed.

MINNESOTA

Mankato State College, School of Education. Correspondent: Dr. Evelyn Hatfield, Mexico Coordinator of Student Teaching.

Cooperating with private tuition schools (American Foundation Schools) in the Mexican cities of Monterey, Mexico City, Guadalajara, and Pueblo, Mankato State College has sponsored a student teaching program since 1967. While mastery of the Spanish language is not required since all student teaching is done in English, familiarization with the language is encouraged as part of the student's sensitivity to the Mexican cultural heritage.

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Moorhead State College, Department of Education. Correspondent: Dr. H. F. Janneck, Director, Office of Clinical Experience.

The Student Teaching Abroad (STAB) program was begun by Moorhead State College during the 1968-69 school year with 16 student teachers from Moorhead and Concordia Colleges participating in the initial group. From this beginning, a total of 70 students representing nine different instituitons took part in 1969-70 with another 40 applying for placement during the winter and spring terms of 1970-71.

While students enrolling in the program come from several different campuses, direct assignments are made and primary responsibility for assignments is held by Moorhead State College in liaison with the International Schools Association of Geneva, Switzerland. The latter is now the foreign center for the entire program.

The executive secretary of the International Schools Association is a member of the Moorhead faculty and serves part-time as an on-site supervisor, assisted by Moorhead overseas resident faculty. It is anticipated that one or more full-time Moorhead faculty members will be assigned European duty in the near future.

The student teacher internship is for a 10-week period. Participating institutions must certify that each student involved is qualified according to the requirements of the participating school. While the Moorhead and overseas staffs help students with travel and accommodation arrangements, students ultimately assume individual responsibility for both. The use of travel agencies enables students to arrange overseas flights with a minimum of delay.

Students participating in the program must speak English as a first or second language. They are offered the opportunity of overseas student teaching assignments during summer sessions as well as the regular school year. In addition to expanding overseas residency opportunities for student teachers, the state colleges of Minnesota are collaboratively planning an overseas internship program for students in economics, art, business management, sociology, and other fields.

While evaluative procedures have not been completed, returning students are interviewed. According to Dr. Janneck:

> We have not yet completely developed our evaluation system and so any comments I might have are purely subjective in nature, but if I may venture an appraisal, I would say the result of numerable interviews with returnees are indeed profitable and that the students do

function well as they accept domestic employment of a professional nature. (Letter of March 1, 1971, Dr. H. F. Janneck)

Further and more detailed information on the Moorhead STAB program will be found in (a) "Student Teaching Abroad Program," a paper submitted to the American Association of Colleges for Teacher Education for consideration in the Special International Education Awards, 1971; (b) the application form for the student teaching program; and (c) "Student Teacher Handbook" (draft) and the new teacher section of the Handbook (in revision).

NEW YORK

State University College at Plattsburgh. Correspondent: Dr. Paul F. Hackett, Faculty of Professional Studies. Information for this description was provided by Mary C. Nooman, Information Analyst, Data Bank, International Council for Educational Development, 522 Fifth Avenue, New York 10036.

The State University College at Plattsburgh offers two overseas student teaching locations, one in Frankfurt, Germany, and the other in Tunis, Tunisia. Both programs provide full semester student teaching programs; supervision in the host country is performed by headmasters and teachers completely familiar with the college's pattern of instruction. The Tunisian program is an expanded cooperative student teacher curriculum between the Glen Falls School District and its sister institution, The American Cooperative School of Tunis.

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Syracuse University, School of Education. Correspondent: Dr. Leland H. Roberts, Coordinator of Field Experiences.

Syracuse University has several overseas programs for prospective teachers, including those for students preparing to teach a foreign language, and a Semester-in-the-Netherlands program accommodating students in home economics or early childhood education. However, the program for overseas student teaching has only recently been initiated with one elementary education student teacher in a British Primary School during the past academic year.

NORTH CAROLINA

Western Carolina Univeristy, School of Education and Psychology, Office of Student Teaching and Teacher Placement. Correspondent: Dr. Ben H. Battle, Director, Student Teaching.

During the 1971-72 academic year, the Office of Student Teaching will place student teachers in Columbia, South America, and Morocco, North Africa, for a 10-week period. Students are eligible for 15 hours credit. The college supervisor who accompanies each student teaching group receives his regular salary; however, both faculty and students must meet their travel and living expenses.

Bowling Green State University, Department of Education, Office of Student Teaching. Correspondent: Dr. William Harris, Director, Office of Student Teaching.

Operating an overseas student teaching program for 4 years at the American Elementary School and High School in Sao Paulo, Brazil, the Department of Education, under the chairmanship of Dr. William York, has sponsored and developed opportunities for approximately 15 students during the fall quarter each year. Program benefits are described as follows:

> It is our experience that these students return to Bowling Green, Ohio, with a renewed interest in other cultures and have experienced little difficulty in finding teaching positions. It would appear that the experience in Brazil is considered a plus factor by recruiters. In other words, the student teaching program in Brazil appears to be successful in terms of its consequences on prospective teachers, and it is probable that the plan will be expanded. (Letter of July 23, 1971, Dr. William Harris)

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The Cleveland State University, College of Education. Correspondent: Dr. Alan Shankland, Director, Elementary and Secondary Field Experience.

Cleveland State University's overseas student teachers participate in a common market program with Wittenburg University, although it is anticipated that none will do so during the 1970-71 academic year.

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Kent State University, College of Education. Correspondents: Dr. Clayton M. Schindler, former Dean, and Dr. Robert J. Alfonso, present Dean, College of Education.

Cooperating exclusively with American International Schools, the College of Education placed two groups of student teachers at the American International School in Cali, Columbia, during the winter quarters of 1969 and 1970, one group in Vienna in the spring quarter of 1971, and one group in Paris during the fall quarter of 1970. The groups, averaging 13 student teachers, were placed in large schools to avoid a high ratio of student teachers to the regularly employed teaching faculty. Each student teaching group is placed in a single school so that the student teaching supervision is not fragmented by the constant commuting of the supervisor.

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Miami University, Office of Student Teaching Service. Correspondent: Dr. Robert I. Goble, Director of Student Teaching.

The Office of Student Teaching at Miami University, one of the pioneer institutions in the overseas placement of student teachers, began operating such a program in 1966-67 in the Canary Islands. Student teachers have since been placed in Athens, Frankfurt, The Hague, Madrid, Paris, Prague, Rome, and Vienna. A teaching supervisor from the Miami faculty accompanies and remains with the group during the quarter.

Students enroll and pay fees on campus for the regular student teaching assignment, seminar, and the cost of transportation--at a group rate--to and from the overseas site. Student teachers will be placed in Madrid

during the fall quarter and in Athens during the winter and spring quarters of 1971-72. According to Dr. Robert I. Goble, Director of Student Teaching, the concentration of student teachers is intended to facilitate the establishment of centers and provide in-service education.

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Wittenberg University, International Student Teaching Program. Correspondent: Dr. Lloyd B. Ray, Director of Student Teaching.

Wittenberg University offers student teaching programs for its students in International Schools in Africa, Europe, Asia, South America, and Australia. The University also cooperates with the International Schools Association to arrange overseas student teaching assisgnments for students in colleges and universities in Ohio, Indiana, Kentucky, West Virginia, and Pennsylvania.

During the 1969-70 academic year, Wittenburg personnel placed student teachers in International Schools in England, Ireland, Zurich, Nigeria, and Ghana and at present has assigned one student each in West Berlin, France, Zurich, and Yokahama. Of ten students thus far involved in the program, eight have been secondary education majors and two in elementary education majors.

In addition to usual tuition costs, paid at the students' "home" university, an administrative fee of $40.00 is paid to Wittenberg University. Students make all arrangements for transportation and housing, though destination schools usually assist in the location of suitable living accommodations.

Wittenberg's criteria for participant screening include the following:

1. Completion of the application for student teaching, which includes obtaining recommendations from the advisor and department chairman;
2. Application review and approval by the Committee on Teacher Preparation, which consists of faculty representatives from several college departments;
3. A grade point average of 2.2--on a scale in which "A" equals four points--in all subjects taken before student teaching;
4. A personal conference with the Student Teaching Director;
5. Completion of an application for student teaching abroad; with three recommendation letters and course transcript, followed by a second conference with the Director of Student Teaching; and
6. Acceptance of the student by a member school of the International Schools Association.

Supervision of the student teaching experience is provided by personnel in the overseas school. Evaluations, made on forms provided by the University, result from discussions between students and host school cooperating teachers and, upon return home, between students and the Director of Student Teaching. Total program evaluation is being planned wherein school districts which employ returning students will indicate the latter's general teaching effectiveness and their own interest in hiring those with student teaching experience.

OREGON

Oregon State University, School of Education. Correspondent: Dr. Lester Beals, Director, Division of Humanities and Social Service Education.

While Oregon State University does not conduct a regularly scheduled overseas student teaching program, selected students may apply for student teaching in Alaska by arrangement with Dr. Paul Jensen, Teaching Research, Oregon College of Education, Monmouth, Oregon. Dr. Jensen has contacts with the Alaskan schools.

* * * * * * * *

University of Oregon, College of Education, Department of Curriculum and Instruction. Correspondent: Dr. Keith A. Acheson, Director, Field Experience.

The University does not have an organized overseas student teaching program of its own. However, it occasionally arranges overseas credit for its education students when an agency will assume supervisory responsibility during the period of internship.

PENNSYLVANIA

University of Pittsburgh, School of Education, Department of Elementary Education. Correspondent: Dr. Ernest B. Dorow, Associate Professor.

While the University does not have a regular program for preparing student teachers overseas, the Department of Elementary Education has arranged to place one student in a German military dependents school beginning September 1971.

SOUTH DAKOTA

South Dakota State University, School of Education. Correspondent: Dr. Maynard Cochran, Supervisor of Clinical Experiences in Education.

The University does not have a regularly scheduled overseas student teaching program at this time. However, one student has been placed in Germany by special arrangement, and the University anticipates the possibility of increasing student teaching involvement.

WISCONSIN

Wisconsin State University at River Falls, College of Education. Correspondent: Dr. Ross Korsgaard, Professor of Education.

The College of Education at Wisconsin State University (W.S.U.) offers two programs for undergraduate education majors overseas: the first is designed specifically to provide student teaching opportunities in England, Ireland, Scotland, and Wales; and the second offers exchange of elementary education students between Edge Hill College of Education, Ormskirk, Lancashire, England, and Wisconsin State University.

The Elementary and Secondary Student Teaching Abroad program began with four students from the River Falls campus during 1969-70 at the Meols Cop Secondary Modern School in England. In the fall of 1970, five secondary students were assigned to schools in Ireland, Scotland, and Wales for student teaching experiences. These five represented the Eau Claire, La Crosse, and River Falls campuses. Students from colleges and universities outside Wisconsin may participate in the program through cooperative arrangements between the student teaching faculties of W.S.U. and those institutions wishing to participate.

Students not enrolled at W.S.U. apply through their respective student teaching directors; when accepted for the program by their local instituitons, they send two completed "Application for Student Teaching Abroad" forms to the W.S.U. Office of Student Teaching. From then on, correspondence is between the student and student teaching personnel at W.S.U. Students are selected on the basis of prospective teacher competency, good physical and emotional health, an ability to adjust readily to new situations, personal home life, and financial resources.

Students subsequently correspond directly with the designated overseas school director about housing and the placement school. All participating overseas schools begin classes in August or early September, and students are required to attend pre-opening activities. Weekly reports, required during the period of participation, are sent to the host supervisor in the United States. In addition to tuition fees, students pay all transportation costs plus approximately $14.00 per week for room and board in University-approved housing.

Overseas participating schools are paid $20.00 per student to assist with any additional administrative expense in accommodating visiting students. The maximum number of students to be accommodated in this program at any one time ranges from 20 to 25. River Falls students earn one-quarter hour credit for each of the 12-week quarters, of which 4 weeks must be spent in stateside placement. The 4-week portion may be fulfilled before or after overseas assignment depending upon the seasonal quarter of participation. Non-W.S.U. students may elect to spend the entire 12 weeks overseas, depending on the policies of the cooperating U.S. institutions. Credits for student teaching may also vary, of course, according to institutional policies.

The student exchange program with Edge Hill College is designed for elementary education students only (plus interested faculty) and is for a one-year academic terms. Participants pay the costs of tuition, board, and lodging at the sponsoring institution. Since expenses are not refunded upon the early return of participants, alternates are chosen to take advantage of remaining time. It is recommended that students spend the year prior to graduation abroad. Student selection is the responsibility of each participating institution.

Students going to England are accommodated in either single-room dormitories or approved off-campus housing with approximately half of the total group in each. Food is served in one central university dining room. Medical care is available at minimal cost.

CONCLUSION

This paper has attempted to identify those colleges and universities in the United States which sponsor or collaborate on overseas student teaching programs. Out of a total of 170 colleges and universities contacted in the 50 states, 27 programs were identified and reported, ranging from extensive to limited institutional and student involvement. While it is probable that all such programs have not been identified, those included in this study have been recently implemented and suggest an emerging development in student teaching placement. Responses from institutions without overseas programs indicate support for and interest in developing such programs.

Research and evaluation in this area are desired but as yet have not been widely performed. Thus, there is a paucity of reportable, controlled research data on the relative achievement of stated objectives in the projects studied.

It should be noted, however, that for most of the reported programs follow-up studies cannot be implemented until a greater number of returning participants are employed in positions in which the relative effects of overseas student teaching experiences can be measured. Even in programs with large numbers of returnees, it appears that efforts to generalize data across any but intra-institutional groups would be hazardous because of differences among programs. The programs studied reflect imagination and ingenuity and, not infrequently, professional investment far beyond limits of reasonable faculty commitment. Some programs may, in fact, exist because of the extended efforts of individual faculty members, without whom an entire institution's overseas student teaching program would appear to be nonexistent. Based upon the materials supplied by institutions with programs and the expressed desires of other institutions to implement them in the future, an increasing acceptance and implementation of overseas teaching components can be expected.

RECOMMENDATIONS

The following recommendations have grown out of this study:

1. Institutions involved in providing overseas student teaching programs should be serviced by a central organization which collects, categorizes and disseminates information on a regularly-scheduled basis.

2. Programs operating now and in the future should incorporate research and evaluation as a necessary and valuable element within total program design. While programs will necessarily reflect operational variations according to particular institutional needs and resources, program commonalities will occur for which data can be obtained and disseminated.

3. The term "overseas student teaching" or a similarly delimited term should be adopted for the purpose of identifying informational sources. It is anticipated that the development of materials will increase and, unless standarized by a given name, may become fugitive in the incredibly broad area of international education.

4. Professional organizations in teacher education and in particular, in student teaching, should devote increasing attention to what now appears to be a fragmented but important new development in teacher preparation.

5. Overseas student teaching programs should not be developed as separate entities or extra program offerings but as integral components of teacher preparation for effective leadership in furthering international understanding.

6. Institutional decisions to conduct overseas student teaching programs should include a commitment in finances and faculty.

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APPENDIX

SOURCES CONTACTED DURING THE COURSE OF STUDY DEVELOPMENT

COLLEGES AND UNIVERSITIES

ALABAMA
- Auburn University, Auburn
- University of Alabama, University

ALASKA
- Alaska Methodist University, Anchorage
- University of Alaska, College

ARIZONA
- Arizona State University, Tempe
- University of Arizona, Tucson

ARKANSAS
- University of Arkansas, Fayetteville

CALIFORNIA
- California State University, Long Beach
- California State University, Los Angeles
- Fresno State College, Fresno
- Sacramento State College, Sacramento
- San Diego State College, San Diego
- San Fernando State College, Los Angeles
- San Francisco State College, San Francisco
- San Jose State College, San Jose
- Stanford University, Palo Alto
- United States International University, California Western Campus, San Diego
- University of California, Berkeley
- University of California, Santa Barbara
- University of the Pacific, Stockton
- University of Southern California, Los Angeles

COLORADO
- Colorado State University, Fort Collins
- University of Colorado, Boulder
- University of Colorado, Greeley
- University of Northern Colorado, Greeley

CONNECTICUT
- Central Connecticut State College, New Britain
- Southern Connecticut State College, New Haven
- The University of Connecticut, Storrs

DELAWARE
- University of Delaware, Newark

DISTRICT OF COLUMBIA
- The American University
- The George Washington University

FLORIDA
- Florida State University, Tallahassee

University of Florida, Gainesville
University of Miami, Coral Gables
University of South Florida, Tampa

GEORGIA
Georgia State University, Atlanta
University of Georgia, Athens

HAWAII
University of Hawaii, Honolulu

IDAHO
Idaho State University, Pocatello
University of Idaho, Moscow

ILLINOIS
Illinois State University, Normal
Loyola University, Chicago
Northwestern University, Evanston
Southern Illinois University, Carbondale
University of Chicago, Chicago
University of Illinois, Urbana
Western Illinois University, Macomb

INDIANA
Ball State University, Muncie
Indiana State University, Terre Haute
Indiana University, Bloomington
Purdue University, Lafayette

IOWA
Iowa State University, Ames
Upper Iowa University, Fayette
University of Iowa, Iowa City

KANSAS
Kansas State Teachers College, Emporia
Knasas State University, Manhatten
University of Kansas, Lawrence
Wichita State University, Wichita

KENTUCKY
University of Kentucky, Lexington
Western Kentucky University, Bowling Green

LOUISIANA
Louisiana State University, Baton Rouge

MAINE
University of Maine at Orono, Orono

MARYLAND
Towson State College, Baltimore
University of Maryland, College Park

MASSACHUSETTS
- Boston College, Chestnut Hill
- Boston University, Boston
- Harvard University, Cambridge
- Northeastern University, Boston
- University of Massachusetts, Amherst
- Westfield State College, Westfield

MICHIGAN
- Andrews University, Berrien Springs
- Central Michigan University, Mount Pleasant
- Eastern Michigan University, Ypsilanti
- Michigan State University, East Lansing
- University of Michigan, Ann Arbor
- Wayne State University, Detroit
- Western Michigan University, Kalamazoo

MINNESOTA
- Mankato State College, Mankato
- Moorhead State College, Moorhead
- Saint Cloud State College, Saint Cloud
- University of Minnesota, Minneapolis

MISSISSIPPI
- Mississippi State University, State College
- University of Mississippi, University

MISSOURI
- Central Missouri State University, Warrensburg
- Saint Louis University, Saint Louis
- University of Missouri, Columbia
- University of Washington, Saint Louis

MONTANA
- Montana State University, Bozeman
- University of Montana, Missoula

NEBRASKA
- University of Nebraska, Lincoln
- Wayne State College, Wayne

NEVADA
- University of Nevada, Las Vegas
- University of Nevada, Reno

NEW HAMPSHIRE
- University of New Hampshire, Durham

NEW JERSEY
- Fairleigh Dickinson University, Rutherford
- Rutgers University, New Brunswick
- Trenton State University, Trenton

NEW MEXICO
New Mexico State University, Las Cruces

NEW YORK
The City College of New York, New York
Columbia University, Teachers College, New York
Cornell University, Ithaca
Fordham University, Bronx
Hofstra University, Hempstead
New School for Social Research, New York
Saint John's University, Jamaica
State University of New York, Albany
State University, Buffalo
State University College, Plattsburgh
Syracuse University, Syracuse
University of City College, New York

NORTH CAROLINA
North Carolina State University, Raliegh
University of North Carolina, Chapel Hill
Western Carolina University, Cullowhee

NORTH DAKOTA
North Dakota State University, Fargo
University of North Dakota, Grand Forks

OHIO
Antioch College, Yellow Springs
Bowling Green State University, Bowling Green
Cleveland State University, Cleveland
College of Steubenville, Steubenville
Kent State University, Kent
Miami University, Oxford
Ohio State University, Columbus
Ohio University, Athens
University of Cincinnati, Cincinnati
University of Toledo, Toledo
Wittenberg University, Springfield
Youngstown State University, Youngstown

OKLAHOMA
Oklahoma State University, Stillwater

OREGON
Lewis and Clark College, Portland
Oregon College of Education, Monmouth
Oregon State University, Corvallis
Portland State University, Portland
University of Oregon, Eugene

PENNSYLVANIA
Drexel University, Philadelphia
Indiana University of Pennsylvania, Indiana

Temple University, Philadelphia
University of Pennsylvania, Philadelphia
University of Pittsburgh, Pittsburgh

PUERTO RICO
University of Puerto Rico, Rio Piedras

RHODE ISLAND
Brown University, Providence
Providence College, Providence
Rhode Island College, Providence
University of Rhode Island, Kingston

SOUTH CAROLINA
University of South Carolina, Columbia

SOUTH DAKOTA
South Dakota State University, Brookings
University of South Dakota, Vermillion

TENNESSEE
George Peabody College for Teachers, Nashville
Memphis State University, Memphis
University of Tennessee, Knoxville

TEXAS
University of Houston, Houston
University of Texas, Arlington
University of Texas, Austin
University of Texas, El Paso

UTAH
Brigham Young University, Provo
University of Utah, Salt Lake City

VERMONT
University of Vermont, Burlington

VIRGINIA
George Mason College of the University of Virginia, Fairfax
University of Virginia, Charlottesville
Virginia Commonwealth University, Richmond

WASHINGTON
University of Washington, Seattle
Washington State University, Pullman

WEST VIRGINIA
West Virginia State University, Morgantown

WISCONSIN
Marquette University, Milwaukee
University of Wisconsin, Madison
University of Wisconsin, Milwaukee

Wisconsin State University, Oshkosh
Wisconsin State University, River Falls

WYOMING
University of Wyoming, Laramie

OFFICE OF SECRETARY OF DEFENSE

Dr. Anthony Cardinale, Director of Dependents Education, Office of the Assistant Secretary of Defense, Manpower and Reserve Affairs, Washington, D.C. 20301

Dr. Joseph A. Mason, Superintendent, European Area, Department of the Army, Directorate, United States Dependents Schools.

Dr. Clarence K. Anderson, Superintendent, Atlantic Area, Dependents Schooling Office, Washington Navy Yard, Washington, D.C. 20390

Dr. James N. Pepper, Superintendent, Pacific Area, Department of the Air Force, Headquarters Pacific Air Forces, APO San Francisco 96553

PROFESSIONAL GROUPS AND ORGANIZATIONS

International Council for Educational Development, 522 Fifth Avenue, New York, New York 10036; Correspondent: Mary C. Noonan, Information Analyst, Data Bank

Regional Council for International Education, 1101 Bruce Hall, University of Pittsburgh, Pittsburgh, Pennsylvania 15213; Correspondent: Dr. William J. Koenig, Director of Overseas Programs

Educational Commission of the States, 822 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

International Schools Association, Geneva, Switzerland; Correspondent: Dr. J. Desmond Cole-Baker, Executive Secretary

Council on International Educational Exchange, 777 United Nations Plaza, New York, New York 10017

American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036

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